

# **Class Schedule & Course Procedures**

## **Psychology 6710 Survey of Applied Behavior Analysis Research**

**SUMMER II 2013**

**All sections are designed and managed by  
Dr. Richard W. Malott**

# Table of Contents

<b>PSY 6710 COURSE PROCEDURES .....</b>	<b>5</b>
<b>Course Supervisor.....</b>	<b>5</b>
<b>Course Systems Managers .....</b>	<b>5</b>
<b>Teaching Apprentices .....</b>	<b>Error! Bookmark not defined.</b>
<b>Your Buddy .....</b>	<b>5</b>
<b>Information for Your Buddy .....</b>	<b>5</b>
<b>Seminar .....</b>	<b>Error! Bookmark not defined.</b>
<b>General Point System .....</b>	<b>5</b>
<b>Point Totals.....</b>	<b>6</b>
<b>Grades .....</b>	<b>6</b>
<b>Tough Contingencies .....</b>	<b>7</b>
<b>Return Your Homework.....</b>	<b>7</b>
<b>Cheating.....</b>	<b>7</b>
<b>Plagiarizing.....</b>	<b>7</b>
<b>Missed Classes .....</b>	<b>8</b>
<b>Special Get-Tough Policy on Absences .....</b>	<b>8</b>
<b>Lateness.....</b>	<b>9</b>
<b>Students .....</b>	<b>9</b>
<b>Professor &amp; Teaching Apprentices .....</b>	<b>9</b>
<b>Late Homework.....</b>	<b>9</b>
<b>Self Management and Final Fiesta Projects .....</b>	<b>9</b>
<b>How to keep your participation points .....</b>	<b>100</b>
<b>Studying and correcting your homework with a non-red pen during class.....</b>	<b>100</b>
<b>Mickey Mouse Rules .....</b>	<b>100</b>
<b>Adding Insult to Injury .....</b>	<b>100</b>
<b>How To Avoid Being A Social Disaster.....</b>	<b>100</b>

<b>How to be way cool .....</b>	<b>111</b>
<b>Interpersonal Style and Skills.....</b>	<b>11</b>
<b>Technical Skills .....</b>	<b>12</b>
<b>The Legend of Sheldon Stone .....</b>	<b>13</b>
<b>The Legend of the Cool Coed .....</b>	<b>14</b>
<b>On the Other Hand.....</b>	<b>14</b>
<b>The One Pointer.....</b>	<b>15</b>
<b>Bottom Line.....</b>	<b>15</b>
<b>Professor's Vita .....</b>	<b>15</b>
<b>Let the good times roll! .....</b>	<b>16</b>

\_Toc60419879

# Materials Checklist

Some of these materials will be handed out in class.

Material	In course pack	Handed out later
Applied Behavior Cognitive Analysis (work text Ch.1-17) by Richard W. Malott and Students	In course pack	
Reading Assignments	In course pack	
CD Containing Workshows and Job Aids	In course pack	
The Contingency-Diagram Checklist – Pink Sheet	In course pack	
Pink Sheet Flashcards	In course pack	
The Three-contingency model Checklist – Purple Sheet	In course pack	
Purple Sheet Flashcards	In course pack	
P671 Blue Flashcards (Ch. 1-17)	In course pack	
2 Factor Theory Job Aid	In course pack	
Transparency Masters	In course pack	
Red ballpoint pen	In course pack	

# PSY 671 Course Procedures

## Course Instructor and Supervisor

Dr. Richard W. Malott  
Telephone :269-372-1268

Best time to call is in the morning; and the best strategy is to call until you get a live Dr. Malott on the other end, though you should also leave a voice mail.

Email Address –  
DickMalott@dickmalott.com

If you need to make an appointment with Dr, Malott, please contact Kelli Perry at [kelli.l.perry@wmich.edu](mailto:kelli.l.perry@wmich.edu) and find out more information at [dickmalott.com](http://dickmalott.com)

## Course TA

System Manager: Jennifer Freeman  
Email: [jennifer.l73.freeman@wmich.edu](mailto:jennifer.l73.freeman@wmich.edu)

---

## Your Buddy

What happens if you miss class and don't get some vital oral or written material handed out in class? No problem, you just call up your reliable buddy whose name and phone number you've listed here and get the info. your buddy being so reliable as to have picked up an extra copy of the handouts for you, especially since you had notified your buddy of your pending absence. So get a student name and number, and don't even think of bugging me (or the TAs) for something you failed to get.

---

## Information for Your Buddy

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

## General Point System

To get an A in psychology courses, you should allocate about 4 hours per week in class combined with out of class time per credit hour. That's about 12 hours per week for this course or 180 for the 15-week semester. I assign about 10 points for each hour of activity in figuring the course grade, so the total points will be around 1800. Here's a break down (it may change somewhat throughout the term.)

**20 points for each seminar class**, for conscientious participation in seminar discussion. I will expect you to recite in each class, especially in answering conceptual questions, thoughtfully. This means you will need to show considerable evidence of having thought about the homework assignment.

What does *conscientious* mean? In the seminar: You must listen carefully to the presentations of the other students and be prepared to comment, so as to earn all participation points. So studying for a quiz, finishing your homework, reading and writing letters, sleeping etc. means, when you see your scores for that week, you'll find less than the total possible points for the seminar class. On the

other hand, feel free to improve your homework, as we clarify tough concepts throughout the seminar session. 😊

**Special note for your Quiz grade:**

Quiz answers must be legible to be counted as correct!

But now back to happier issues: 40 points for a combination of written answers to conceptual objectives, essays, and the occasional quiz. In other words, you should invest about 4 hours on each homework assignment, including reading the chapters, doing the contingency diagrams and writing any brief essays, as well as preparing for the occasional quiz. However, because we're still developing the course materials, you may not need to put in quite that much time.

**Point Totals**

All these points count toward your course grade. The total points for the course will be about:

26x40 points = 1040 points for homework analyzing contingencies, quizzes, etc., plus 100 for the final fiesta write-up, 40 for self-management write ups (2x20) equaling a total of 1180 points in this category

10x20 points = 200 points for review quizzes

27x20 points = 400 points for conscientious participation in seminar

1x100 points = 100 points for your final paper (counts as part of your homework)

1x20 = 20 points for conscientious participation in Final Fiesta (attendance

required, counts as seminar participation)

2040 points = 100% of the total points for the course (approximate)

**Grades**

Now you know how you can earn 100's of points (learned reinforcers?) in this course. So the next question is, how do those points convert into a final grade (backup reinforcer). The answer is, complexly. Here's why it's so complex: We have three goals for this course: we want you to learn as much as you can, to earn as good a grade as you can, and to have as much fun as you can.

But to hit all three goals we need a complex set of contingencies. Look at the following grade scale and you'll see just how complex.

Lowest % of Points in **ANY** of the Remaining Areas

Min % of Quiz Points	92	87	82	77	72	67	62	<62
92	A	BA	B	CB	C	DC	D	E
87	BA	B	CB	C	DC	D	E	
82	B	CB	C	DC	D	E		
77	CB	C	DC	D	E			
72	C	DC	D	E				
67	DC	D	E					
62	D	E						
<62	E							

If you get at least 92% of the total points in the quiz area, and 87% of the total points in all other areas, you get at least

a BA. Almost all of you will do that. For example, in the winter term of 1991, 95% of the students in PSY 671 worked really hard, learned a lot, and cracked the 92% / 87% mark to earn at least a BA.

Wonderful, but how do you get that magic A? To do that you have to crack the 92% mark in each area of the course: (1) seminar, colloquia, and final fiesta participation; (2) conceptual homework combined with the final project & paper; and the quizzes, and (3) the regular and review quizzes.

**NOTE:** In order to earn an A in 671, you have to get a **96% in quizzes** and 92% in the remaining areas.

You're almost guaranteed to earn a BA, which is well above the campus average; and you'll have learned enough about behavior analysis that you can hold your head high. But if you do earn the A, you'll leave this course so sharp; we'll have to register you as a lethal weapon.

I know this seems like a strange way to evaluate a student's mastery and assign a letter grade. Why not just add up all the points and assign a letter grade based on the total number of points, no matter which component of the class they come from? That's the way we used to do it. But then some students would get an A based on their work in everything but the quizzes and they wouldn't have really learned an important part of the course, the concepts tested on the quizzes.

My friend Dr. Stephen Graf puts it this way: Suppose you're training surgeons. And to perform a successful surgery, the

student/surgeon must scrub down, put on the gloves, make a proper incision, properly remove the right organ, avoid flipping cigarette ashes in the open wound, remove all surgical tools from inside the patient, sew up the incision, etc. Now suppose the student/surgeon did everything correctly except taking out the right organ. The student might say. I did 19 out of the 20 steps correctly; that's 95%. I want my A. The fact that I took out the heart instead of the hemorrhoids and the patient died shouldn't overshadow my 95 average.

We take behavior analysis really seriously and don't want to graduate any students who don't know it well. So for us to certify you as an A student, you've got to hit at least 92% in each category in this course.

### **Tough Contingencies**

#### *Return Your Homework*

**To retain full credit for your homework, please turn it all in at the Final Fiesta.**

This way we can look at it in more detail, as we evaluate the effectiveness of the books and the course. It will also give us ideas about materials to add. In addition, this way your answers won't fall into the hands of future students, in spite of your best security efforts. OK?

#### *Cheating*

**☠Cheating Means Sudden Death☠!!!**

**If we catch you cheating or plagiarizing in this course, we will recommend to the Student Judicial Committee that YOU RECEIVE AN E FOR THE COURSE, no matter how small or trivial was the cheating or plagiarizing.**

This includes, but is not limited to, copying from your neighbor, your notes,

or whatever, during a test or quiz. This also involves talking during a test or quiz. Cheating also means copying someone else's homework and turning it in as your own. On the other hand, if you are knowingly involved in providing the occasion for someone else to do any of these forms of cheating, then you too are cheating and will also get the ax!

### *Plagiarizing*

This means turning in written work that includes material taken from someone else, without using quote marks or otherwise giving proper credit to the true author, in other words, your presentation of someone else's material in a way that the material might be mistaken as your own.

### **Missed Classes**

If you miss a class, you don't get points for participation and you lose the opportunity to take that quiz. It doesn't work out for us to try to distinguish between excused and unexcused absences. So once the opportunity has passed, it's gone. This means you should keep your point average comfortably above the 92% level in all categories; so you can blow off a class or two, if need be without losing you A (assuming that's what you're shooting for). If you miss more than two classes, your probably down one half letter grade.

If you do miss a class, you can usually pick up any handouts from the envelope outside my office. And you can also turn your homework in the next day. You're responsible for having a reliable buddy who will take notes and pass them on to you, so you can find out the details of the next assignments.

## **Special Get-Tough Policy on Absences**

Most students have no problem with the preceding absence policies. Instead, it helps them get their act together, so they'll do well in the class and earn an "A". But there are always a half a handful of students who need even tighter contingencies than that, to get their act together. These are students who's behavior is not under the adequate control of rules describing small but cumulatively significant outcomes (we'll discuss this in class). In essence, they say to themselves, "Just one more absence won't matter." And they're right, until they finally accumulate so many that they drift from an "A" to a BA" to a "B" and on and on. They need rules that specify contingencies where one more absence will matter. They will have less trouble following such rules and thus will get a much better grade in the course. So here's our special get-tough policy:

PSY 100 comments: "Enforces learning." "People should have a right to decide about attendance. It's my money." "It doesn't bother me but should make others go to class." "All profs. should do it. Some people need it." "I'm a devoted class attendee, and I think you can't learn unless you go to class." "Depends on the excuse 'cause there is already large loss of points by not attending."

**Every time you exceed three absences, your next absences will results into half a letter grade down on your final grade!!**

Here is the way it works. (In this example, we assume you would get an



A, if you had no absences. But, of course, if you had several absences, you probably would already have lost too many points to get an A; so our penalty of a half a letter grade or so, would be beyond the lowering due to the point loss.)

<b>Absences</b>	<b>Grade</b>
0 to 3	A
4 to 6	BA
7 to 9	B
Etc.	Etc.

This policy helps most students **avoid the hopeless hassle** of coming around at the end of the semester, desperately, but vainly, pleading for some way to raise their final grade. Now they'll have that A in the bag, when the end of the semester rolls around. But even with this policy, a small number of students managed to get less than a BA. Always, this was because of absences or failing to turn in homework.

Sometimes students have a time conflict, so that they want to come to class, take the quiz (depending on when it's given), turn in their homework, and leave. That's O.K.. They don't receive many or possibly any participation points, but this does not count as an absence that would contribute to the penalty contingency.

### **Lateness** *Students*

If you are late for class or leave class early, you will **lose 5 participation points**, and possibly more. (BY the way, if you're doing other homework, writing letters, etc. in class, you won't get full participation points either.)

### *Professor & Teaching Apprentices*

On the other hand, each time a graduate assistant or Dr. Malott is late,

he'll reluctantly contribute **\$5** to the class party fund. Ouch!

### **Late Homework**

You lose 5 points per business day (business days are normally those days, Monday through Friday, when classes are scheduled and the university offices are open). Ouch! You can slide your homework under the assistant's office door (Wood Hall 2536, inside 2506); be sure to put on the name of the course, the name of your grad. assistant, and your name. *Late* means anytime after the beginning of the class when your homework is due. Don't try to finish your homework during class; we'll count that as late. If you know you're going to have to miss class, you can turn in your homework in advance.

### **Self Management and Final Fiesta Projects**

This semester you will complete 2 projects: self management and final fiesta. **THESE ARE NOT THE SAME PROJECT!!!** If it is not already in your course pack, you will receive a sheet that explains the difference between these two projects and provides you with some guidelines for completing the projects. But for now we will give you the very basics. For each project you will complete a paper using Microsoft Word and a presentation with Microsoft PowerPoint. Using these programs IS A **MANDATORY REQUIREMENT** for each project. However, we realize that not all of our students are proficient in using these programs. But don't worry! We will help you through it as much as possible. We even give you a **template disk!** On this disk you will find –

- **Sample student papers and presentations**

- Skeleton outlines/templates for your project
- Instructions for using the programs.

### **How to keep your participation points**

Attending the entire class is the only way to earn your participation points. (If you just show up for the quiz, you will not be earning any participation points, but we will let you take the quiz.) Once you are in class there are a couple of things that we expect of our students. These things affect whether or not students keep the participation points earned for showing up. ***For each problem, the student will lose 5 participation points.***

#### ***Studying and correcting your homework with a non-red pen during class***

If a student uses a non-red pencil or pen to correct their homework as we give the answers in class. **THIS IS NOT ACCEPTABLE!** Students are required to use the red pen to make corrections. Each time your TA sees you using another type of pen/pencil you will lose 5 participation points.

Studying flashcards during class is not acceptable. If you study during class time, you will lose 5 participation points.

### **Mickey Mouse Rules**

Sorry for all the preceding nonsense, but we've found that if we get all these ugly little details straight, up front, then you'll have an almost hassle-free term.

### **Adding Insult to Injury**

So that you'll learn the most, get the best grade, and have the most fun, and the least hassles in this course, it's important that you understand and remember these Mickey Mouse rules.

This means you should study them between now and the next class and be prepared for a brief written quiz over them.

### **How To Avoid Being A Social Disaster**

When I used to do organizational-behavior-management workshops for managers in business and industry, one of my most popular modules dealt with social skills. When introducing this module, I'd say, "Fifty percent of a person's success in an organization has to do with social skills and other skills that have little to do with the person's job description." If those managers ever disagreed, it was to say, "No, 50% is an underestimate."

Now here's something that's even weirder than this extreme importance of social skills: no one ever tells you how important those social skills are or what they are, let alone, how well you are doing in that crucial area.

So you're playing a game; no one tells you the rules; no one tells you the score; and you don't even know you're playing. All you know is eventually you get a raise, get promoted, or don't get fired. If you lose, if you don't get the raise or the promotion or if you do get fired, no one will tell you the real reasons about where you screwed up—too much hassle. So many people go through life clueless about what determines their professional success.

This course is much the same sort of organization as a business is. But in this course, we'll make a small attempt to correct the clueless problem. We're going to tell you some of the subtle things that will help you be a good member of this organization, how to

succeed in this organization, how to get this organization to give you strong letters of recommendation for practical assistantships, grad school, and jobs; and also how to contribute to this organization, in a positive manner.

Now, if you're cool, you'll use being in this organization as an opportunity to learn how to be successful in other organizations, like where you will be working when you graduate. Here's a general list of skills for succeeding in almost any organization, with comments about how they apply in this course.

### **How to be way cool**

Concerning "compulsive neuroses," I do observe that highly productive and successful people are irrationally fearful that they are going to fail in every endeavor they undertake, such as a course they might be taking or an exam they might be taking. And to somewhat reduce their fear or anxiety; they work their tails off, for example, starting to prepare for the exam as soon as the instructor announces it. As a result they get the top score in the class, though, ironically that does little to reduce their fear the next time a text is announced. Whereas, the cool, "mentally healthy" people, don't start studying until right before the exam, because they have a wonderfully positive self-image; but as a result they wait a little too late to really get enough studying done and do well to pass the exam, let alone ace it.

#### *Interpersonal Style and Skills*

Give corrective feedback in appropriate situations (not in the presence of others). If you're unhappy about some feature of the course, discuss it with your TA or instructor privately before or after class. Never embarrass your TA or instructor by pointing out in front of the

class some really stupid thing they did or some really dumb or unjust feature of the course. Your TA or instructor will just get up tight and defensive, dig in the heels, be even dumber or more unjust – like anyone else would. We're dealing with people here, and people are easily embarrassed and upset.

Provide corrective feedback in a non-punitive style (i.e. specify appropriate desired behavior, don't be critical of people). Never say how stupid the teacher was to assign a quiz on Thanksgiving Day. Just ask if they realized that the fourth Thursday of November was T-Day. Then tactfully point out the implications of that, if need be, but, in private, of course.

Respond in a socially appropriate manner to positive or negative feedback (i.e. say "thank you", without disagreement). If the TA or instructor marks something off on a quiz or homework, say "thank you" and then think about how you can use that feedback to do better next time. Better to lose a point on a quiz, even if you know you're right and the rest of the world is wrong, than to lose a friend, especially if that friend is your TA or teacher. Win the war, not the battle.

React in a rational, as opposed to an emotional manner, when faced with problems. Control emotions effectively (e.g. do not cry or yell) in frustrating situations (i.e. under extinction or aversive conditions), in professional, school, and peer settings. Never, ever lose your cool.

Smile: during good times and bad times. The grinners shall inherit the earth, not the meek.

Be pleasant in interactions (i.e. zero negative comments, well mannered). Be the kind of person your TA and your classmates want to be around.

Speak in respectful ways—with peers.

Speak in respectful ways—with TAs and professors. Speaking respectfully and brown nosing are not the same thing.

Be properly assertive in disagreeing with others, including other students, your TA and your professor. That means: Smile, be tactful, be private, be cool, be rational, be polite, be pleasant. But that does not mean you should be a “yes” person. That does not mean you have to agree with everything. But if you lost a point on a quiz, assume you were wrong, smile and respectfully ask for help in getting your error clarified, even if you know damned well the TA screwed up. If, after discussion it looks to you like the TA really is wrong, then see if you can gently guide him or her to your way of seeing it. If you can't, then decide how important it is. If it's only one point and you're already way above you're A, consider bagging it. Just chill out. But if it's a bigger deal, politely and gently ask permission to discuss the issue with the professor, and so on. But always be cool, smile and end each discussion with a sincere thank you.

Actively listen when spoken to (i.e. good eye contact) where appropriate.

Do not dominate discussions at meetings and seminars (i.e. speak during no more than your appropriate share of the class time).

Carry your share of the discussion in meetings and seminars (don't just sit there listening).

Appear appropriately receptive to others values and viewpoints. In this course, you're going to run up on some strange ideas, like maybe what you're reading now. Relax and check 'em out. You'll have plenty of time to reject them later, if you still find them to strange by the end of the course.

Quality: produce a good product with good results.

Timely (reliable): complete tasks by the deadline.

Don't be absent.

Don't be late.

#### *Technical Skills*

Use good speaking skills: grammar, clear descriptions, loudness, enunciation, confidence, articulateness, and fluency.

Use good writing skills: grammar, spelling, and organization.

Use good systems-analysis skills: Effectively detect, analyze and clearly specify problems within the system and then suggest and implement good solutions.

Use high-quality behavior-analytic skills.

Now, you get your act together along all these dimensions; and you'll not only succeed in the organization, you'll become president of the organization!

So, we're taking the time to go through all this for two reasons. One is to help you succeed in this organization (this class) and to succeed in future organizations (your job, your family, your church).

The other is to help this class and future organizations succeed. One negative, whiney, eye-rolling, sighing, "do we really have to do this?," under-breath "this really sucks," constantly challenging student can bring a whole class down and make the whole semester a drag for the other students and the TA or teacher. And running about 8 seminars a semester, with about 20 students in a seminar, there's a good chance that 1 out of those 160 students will be clueless about the bad karma, vibes, or feelings they're accidentally polluting the classroom environment with. But mama never told me. And we'll come down pretty heavy on preventing a whole course from getting messed over in that way – now and in the future. I don't want anyone in my future classes, practica, or graduate school programs who's going to be a constant pain in the rear or screw up future courses, practica, or grad programs. Wow! Heavy. Yes. But I just rolled my eyes a little. I didn't really mean anything by it. Right. But that's the stuff that makes and breaks you.

Now don't panic. If you screw up, we'll let you know, but we try to practice our preaching; we start with just a little gentle feedback, a little gentle guidance. We want you to go away from the discussion feeling really happy that you got that info and eager to give the new, cool way a shot. There ain't enough good students that we can afford to waste any of them. We just want to help

you so you don't eye-roll yourself out of the opportunity to save the world with behavior analysis. And that world does need a savin'. And you can do it. Oops, did I hear a little, under-breath, "who-do-they-think-they-are" sigh of exasperation?

#### *The Legend of Sheldon Stone*

One of the coolest cats (woops, excuse me), the coolest dudes I ever knew was Sheldon Stone.

Years ago, I used to be real important; I used to teach our 1000-student introductory psychology course. And Sheldon was an undergrad teaching apprentice; the only thing lower in our course hierarchy was to be a tuition-paying student (the ones who pay our salary). Well, Sheldon was unhappy about some teaching-apprentice policy I had; so he took a group of the undergrads with him to the WMU ombudsman (an even more important person than I was, the person who settles squabbles between students and teachers).

Now the ombudsman's an option the wise student saves for only the most extreme emergency, because no professor likes being called before the ombudsman; and the wise student knows better than to risk angering the professor; and there's no way the professor isn't going to be very angry with such a public challenge to authority.

But here's how cool Sheldon was. He stated his case to me and the ombudsman in such a non-emotional, non-hysterical, non-threatening, non-challenging, respectful, sympathetic way that I caved in immediately, rather than getting my hackles up and drawing a line in the sand. Not only that, over the

next few years, he rose through our hierarchy to be one of my undergrad teaching assistant (\$), to be one of my MA student, to be one of my grad teaching assistant (more \$), to be a professional organizational behavior-management consultant (much more \$), and to be manager of the worlds largest retail store (mucho, mucho mas \$), in Hawaii, of all paradisiacal places.

Of course, that Sheldon started out as a 60-hour-per-week undergrad didn't hurt. (Yeah, I know, slackers say, 60 hours a week! Ugh, a book head! Who wants to be a book head!? What the slackers don't know is that it's the 60-hour-per-week book heads who win the game. And there are a lot more of those students leading highly successful undergrad careers than the slackers can even imagine.)

#### *The Legend of the Cool Coed*

Third week of the semester. I'm briskly walking down a Dunbar hallway. A young woman comes up to me and asks, "Alright, if I walk with you to discuss something?" "Sure." (Note how respectful: She asks permission to walk/talk, and she's not so presumptuous as to try to stop me from going to what ever very important-person meeting I'm headed for [actually I was headed to the John].)

She says, "I find your Psy. 360 course really hard, and I don't think behaviorism is for me. Are all the courses in this department behavioral? And are there other colleges where the psych. departments aren't behavioral?"

Well, she's broken my heart. Not only is she rejecting my course but also she's rejecting behaviorism, my treasure, my most cherished world view, my faith.

Like I really believe in my slogan, "Save the world with behavior analysis," even though I know it's a bullshit fantasy.

But here's the point: In rejecting me and all I stand for, she's so cool, so non-emotional, so non-hysterical, so non-threatening, so non-challenging, so polite, so respectful that I'm so impressed with her I want to share this incident with you, that I'm so impressed with her that I hope she gets the faith by the end of the semester and joins us in our struggle to save the world with behavior analysis, because it's only with the help of cool people like her that we'll have a chance of even getting the world to know we exist.

#### *On the Other Hand*

A few years ago, we had a guy in Psy. 360 who was into so much eye-rolling, heavy-sighing, snotty-out-of-the-corner-of-his-mouth-remarks by way of displaying his displeasure with our course that the TA pulled him aside for a private self-development interview, where she explained that his behavior was very disruptive for the class and made it hard for her to do a good job teaching. He said he understood and would try to do better, but he felt like the TAs were a bunch of rats with Malott leading them along by a string.

Now the poor TA's feelings were really hurt. She she'd never been so insulted. But here's the point: She was sure the guy had no idea how aversive and inappropriate his comment was. He had no idea that his social insensitivity and his inability to stay away from those petty aggression reinforcers would so trash his life and career as to cost him at least \$20K a year in salary, 'cause no one wants to be around someone who's that aversive (inter-observer reliability: in earlier courses his fellow students found

his remarks so aversive that they were constantly asking him to shut up).

Isn't that sad, regardless of the guy's technical skills, his social skills are so poor that he really is doomed; no one will want him spreading karmic pollution in their environment.

#### *The One Pointer*

More common is the high-achieving student who is such a high achiever because she gets completely bent out of shape every time she loses a point on a quiz. The good side of this compulsive neurosis is that the fear of losing a single point in the game of life is what motivates high achievers to achieve so highly. One of the bad sides of this compulsive neurosis is that they're constantly so up tight about point losses, that they have a hard time asking for a re-grade in the manner of Sheldon Stone and the Cool Coed, in a non-emotional, non-hysterical, non-threatening, non-challenging, respectful, sympathetic way, in a way that will make us want to interact with them more often, rather than less often. In emotionally going for that single, lost quiz point, they lose 10 life points, even if they do get the quiz point.

#### *Bottom Line*

The point is not to be a yes-person, lie-down-and-let-them-roll-over-me kiss ass. The point is to choose your battles carefully and then treat them not as battles but rather as opportunities for pleasant social discourse. The point is to carefully prepare what you're going to say and how you're going to say it, and mull it over for a day before engaging in the battle.

And the point for those of us in authority (TA's, teachers, etc.) is to be so socially cool, on our side, that we don't get up tight and escalate confrontations, but rather we de-escalate them, helping everyone to chill, and then getting back to the aggressor a day or so after that person has had a chance to cool down, conducting a self-development interview, perhaps with further follow through, in an effort to salvage a soul who might otherwise lose many of life's opportunities because of being socially clueless.

#### **Professor's Vita**

Dr. Richard Malott received his Ph.D. at Columbia University in New York City where he did research in the experimental analysis of behavior and studied with William Cumming, Nat Schoenfeld, and Fred Keller. For the last 30 years, he has taught at Western Michigan University, a major center for the teaching of behavior analysis. He has had two Fulbright Senior Scholar Awards, one to Peru and one to Uruguay. He is one of the founders of the Association for Behavior Analysis (ABA), the founder and co-chair of the Teaching Behavior Analysis Special Interest Group of ABA, chair of the Education Board of ABA, and a member of the editorial board of the *Journal of Organizational Behavior Management*. He has presented talks, workshops, and seminars in 12 countries – Canada, Newfoundland, Germany, Sweden, Mexico, Panama, Columbia, Peru, Brazil, Japan, Thailand, and Hong Kong. He has published 11 books and 97 articles and has made 141 presentations at professional meetings and 127 invited presentations in other settings.

He just completed the fourth edition of the book *Elementary Principles of Behavior* (earlier versions have been translated into Portuguese, Spanish, and Japanese) and is now working on the book *I'll Stop Procrastinating When I Get Around To It*.

He specializes in the theoretical analysis of behavior, applied behavior analysis, and behavioral systems analysis. He does research on instructional technology and performance management in university-level education, staff management, and self-management. He teaches courses at the undergraduate and graduate level on the principles of behavior and applied behavior analysis, as well as a practicum on the use of behavior analysis to help autistic children.

Philosophically, Dr. Malott is a radical behaviorist – he consistently tries to understand all psychological phenomena in terms of the principles and concepts of behavior analysis. Practically, he is a thoroughgoing behaviorist – he consistently tries to apply the principles and concepts of behavior analysis to all aspects of his life, personal as well as professional. His interests in performance management and self-management in particular have grown from his orientation as a thoroughgoing behaviorist. An example of this work is the development of performance-management technology to help graduate students accomplish the difficult task of completing their master's theses and doctoral dissertations – a serious problem around the world.

Malott's theoretical work attempts to explain the role of language and rule-governed behavior in performance-

management contingencies where the outcomes are too delayed to directly reinforce or punish the behavior of interest and yet the rules describing those contingencies reliably control that behavior. This work also attempts to explain why some types of important contingencies fail to reliably control behavior.

### **Let the good times roll!**

We look forward to working with you this term, cause we're all going to have a great time.